Annex R

Recognition of Prior Learning (RPL)

Protocol for Articulation Arrangements

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# Introduction

This template is designed to provide information to the relevant Board of Studies (Education/Graduate Studies) when considering approval of RPL protocols attached to articulation arrangements.

In an articulation arrangement, an assessment is made of the equivalence of the learning undertaken at another institution with that required by a stage or stages of an appropriate course at Kent. This is with the aim of securing direct entry for a cohort or cohorts of students from the partner institution to the Kent course. The RPL protocol sets out the basis of the equivalency of learning between each institution.

# Articulation Agreements

The University will consider entering into articulation agreements with institutions that have satisfied the requirements for pre-collaborative institutional approval as set out in [Annex O](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses#annex-o) of the Code of Practice of Taught Courses of Study.

Articulation arrangements must conform to the requirements of [Annex R](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses#annex-r) of the Code of Practice of Taught Courses of Study.

# Protocol

RPL protocols must be approved by the Chair of the relevant Board of Studies prior to the admission of any cohort of students to a Kent course by this means. An RPL protocol is required for each stage that a student will be exempt from completing at Kent.

Following the approval of the RPL protocol, authorised signatories of both parties must sign a legally binding agreement. The RPL protocol will form part of this agreement.

Any amendment to the learning outcomes of the stage upon which the initial assessment of the equivalence of learning was made must be reported by the parties. Such amendment will require reassessment of the RPL protocol and its reconfirmation by the appropriate Board of Studies prior to the admission of further cohorts of students by this means. Further protocols may be added to the legally binding agreement following reconfirmation.

Note: Approval of any claim for prior learning is an assessment decision, therefore when recommending approval of an RPL protocol you should be confident that the prior learning involved is comparable to assessment/learning taken at the University.

The following criteria should be considered when assessing a protocol’s suitability:

* Acceptability – is there any appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
* Sufficiency – is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
* Authenticity – is the evidence clearly related to the applicants’ own efforts and achievements?
* Currency – does the evidence relate to current learning? Where professional bodies and/or Schools have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent.

# Guidance Notes

## 4.1 Section 1: Articulation Arrangement Details

Please provide full details of the articulation arrangement, including partner information, course information and proposed start dates.

## 4.2 Section 2: School/Division Recommendation

The School/Division recommendation requires completion of a checklist confirming the RPL protocol meets all the requirements of the Code of Practice and Credit Framework (prior to consideration by the relevant Board of Studies).

When recommending that an RPL protocol should be approved, School/Divisions should provide a brief rationale as to why, to support the relevant Board of Studies’ consideration of the claim.

## 4.3 Section 3: Board of Studies Approval

This section of the form is for completion by the relevant Board of Studies. Boards will consider the completed RPL protocol and supplied mapping when making their approval decision.

## 4.4 Section 4: Mapping

Approval of any claim for prior learning is an assessment decision as such evidence must be provided to demonstrate the prior learning is comparable to that undertaken at the University. To support this a mapping must be provided.

For articulation arrangements, the RPL protocol mapping will normally be made on a stage to stage basis. To demonstrate this the template provided in Appendix A below should be completed. This template provides the framework for mapping the prior learning to the relevant Kent course learning outcomes.

To support this, use the module map that forms part of the Kent course specification. This clearly demonstrates the Course Learning Outcomes achieved at each stage of a course.

Completed RPL protocols should be sent to the Quality Assurance and Compliance Office.

|  |  |  |  |
| --- | --- | --- | --- |
| Pre-collaboration checks were approved on (DD/MM/YY) | | | |
| Name of Partner Institution and School |  | Name of Kent School and Division |  |
| Course(s) to be offered at (*insert name*) |  | Course(s) to be offered at Kent |  |
| Expected Start Date of 1st Cohort at (*insert name*) |  | Expected Start Date of 1st Cohort at Kent |  |
| Title(s) of External Award |  | Title(s) of Kent Award |  |
| Level of Award |  | Level of Award |  |
| Volume of General Credit from External Award (i.e. how much credit the award is worth overall) |  | Volume of Specific Credit to be used towards Kent award (i.e. 120, 240 credits) |  |

# Section 1: Articulation Arrangement Details

# Section 2: School/Division Recommendation

Please complete the below checklist which is intended to ensure all the requirements of the Code of Practice and Credit Framework for RPL protocols are met, prior to consideration by the relevant Board of Studies Chair.

Please confirm that:

|  |  |  |
| --- | --- | --- |
|  |  | Yes/No |
| 1. | The learning completed will be current (within five years) |  |
| 2. | The amount of credit claimed is within the University of Kent Credit Framework limits (see [Annex 3](https://www.kent.ac.uk/education/regulatory-framework/credit-framework#annex-3)). |  |
| 3. | Where applicable equivalency with UK credit been established (i.e. for awards achieved overseas)? |  |
| 4. | The Admissions Officer has seen copies of relevant syllabuses |  |
| 5. | Where syllabuses have been submitted in a language other than English:  The Admissions Officer possess sufficient competence in the language in question in order to make an effective assessment of it  **OR**  A translation into English has been received. |  |

|  |
| --- |
| Please provide a brief rationale on why you are recommending that this RPL protocol is approved. |
|  |

**Name of Admissions Officer (or equivalent):**

**Date:**

# Section 3: Board of Studies Approval

Secretary of relevant Board of Studies to complete:

Please consider the information provided in Sections 1 and 2 of the form, and the mapping provided in the Appendix, when considering if this RPL protocol can be approved.

If the RPL protocol is rejected please provide comments. These comments will be use to feedback to the School/Centre.

DECISION (Please tick):

|  |  |  |  |
| --- | --- | --- | --- |
| ***APPROVED*** |  | ***REJECTED*** |  |

|  |
| --- |
| Comments (if applicable) |
|  |

**Name of Chair of Board of Studies:**

**Date**:

Once a decision has been made on the approval of the RPL protocol, the Quality Assurance and Compliance Office should be notified.

# Section 4: Mapping

Approval of all claims for prior learning are assessment decisions, as such evidence must be provided to demonstrate that prior learning is comparable to assessment/learning undertaken at the University.

To support this Schools/Divisions recommending RPL protocols for approval should provide a mapping evidencing how learning outcomes from the prior learning, map to the equivalent Kent stage(s).

The template in Appendix A below has been provided for this purpose.

# Appendix A – Stage Learning Outcomes Mapping

|  |  |
| --- | --- |
| **Kent Course Learning Outcomes** (please indicate the Course Learning Outcomes from each stage of the Kent course for which credit is sought – Course Learning Outcomes by stage can be identified through a course’s module map document).  (Add further lines if necessary) | **Basis on which Prior Learning Meets Stage Learning Outcomes** (please provide an indication of how the applicant/student’s prior learning meets the stage learning outcomes of the Kent award. Please make direct reference to the syllabus of the external award) |
| **Course Learning Outcomes for Stage 1** | |
| **Knowledge and Understanding:** |  |
| **A1** |  |
| **A2** |  |
| **A3** |  |
| **A4** |  |
| **A5** |  |
| **Intellectual Skills:** |  |
| **B1** |  |
| **B2** |  |
| **B3** |  |
| **B4** |  |
| **B5** |  |
| **Subject-specific Skills:** |  |
| **C1** |  |
| **C2** |  |
| **C3** |  |
| **C4** |  |
| **C5** |  |
| **Transferable Skills:** |  |
| **D1** |  |
| **D2** |  |
| **D3** |  |
| **D4** |  |
| **D5** |  |

Please provide a Stage Learning Outcomes mapping for each stage being claimed for.